

Unit Planning Guide: Grade 4 Unit 6 of 10

Unit Title:	Pacing (Duration of Unit): 5 weeks
Grade: 4	Buffer Day(s):

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open-ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

W 4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

RI 4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI 4.8 Explain how an author uses reasons and evidence to support particular points in a text.

RI 4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI 4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

L 4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.

- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L 4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

WIDA Standards (ELL)

WIDA for English Language Learners

Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting

Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

RF4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF4.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Meaning (*Mostly assessed through Performance Tasks/Assessments)

Big Ideas: (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)

- Writers know that procedural writing is clear and sequenced with details, facts, and quotations, etc.. that convey ideas and information clearly.
- Skilled informational writers gather and integrate information from multiple sources into a coherent and compelling piece of writing.
- Illustrations, images, and captions can powerfully communicate the ideas expressed in the text.

Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- How does reading informative/explanatory texts impact me as a global citizen?
- As authors, how can we synthesize our learning to create informative/explanatory texts that inform our reader?
- As an author, how do my choices for vocabulary, particular details, and relevant evidence combine to create the main idea of an informative/explanatory text?

Acquisition (*Mostly assessed through traditional summative assessments)

Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently. (**academic vocab in bold**)

Students will know ...

- That **informative/explanatory texts** are non-fiction and are intended to inform the reader.
- That **linking words** join sections of text and include words like **another**, **because**, for **example**, etc.
- That an **introduction** in their writing piece orients the reader to the main idea.
- That a **conclusion** serves as a summary and keys the reader into the main idea and can be **thought provoking**.
- That **charts**, **images**, **captions**, **diagrams**, and **interactive elements** are additional areas of information in the text and should be read for understanding.
- That a summary is a brief **synthesis** of the key details and understandings of a text.
- That there are a range of **strategies** (e.g., **rereading**, using **context**, looking for **root words**, etc.) that will help them identify the meaning of an unknown or **multiple meaning word**.
- That sources like **dictionaries** and **glossaries** provide definitions of words and that a **thesaurus** provides **synonyms** and **antonyms** and that these resources can also be found online.

Skills: The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

Students will be skilled at:

- Explaining how an author uses reasons and evidence to support particular points in a text. (*understanding*)
- Utilizing linking words in their informative writing to join sections of text to create a clear and concise piece. (*applying*)
- Using precise language and domain specific vocabulary to inform about or explain a topic. (*applying*)
- Creating a summary that goes beyond a retelling of events, but is rather a synthesis of key elements that relate directly to the main idea. (*analyzing*)
- Gathering information from an informative text that has features like charts, diagrams, images, captions, etc. and using that to inform their understanding and also to include these key features in their own informative writing. (*applying*)
- Accessing tools like dictionaries, glossaries, and thesauruses to further their understanding of a text and to build their vocabulary both as a reader and as an author. (*applying*)
- Employing multiple word attack strategies for determining the meaning of an unknown word or phrase. (*applying*)

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